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ABSTRACT

This curriculum has been designed to provide high school students with an increased awareness of the importance of responsibility in their own lives and its place in contemporary society, and to encourage their capacity and inclination to deal with issues of responsibility wisely and effectively. Students are asked to examine and make decisions about responsibility in specific situations by learning to apply sets of intellectual tools. The curriculum is organized into four units and comprises a total of 10 lessons. Unit 1 is designed to help students understand the importance of responsibility to society and the individual, the numerous sources from which responsibility arises, and the varied ways in which responsibility is promoted in society. Unit 2 helps students understand that the fulfillment of responsibility usually involves both benefits and costs. Unit 3 is designed to increase students' ability to make informed choices among competing responsibilities, interests, and values, and to evaluate decisions made by others. Unit 4 focuses on a different use of the concept "responsibility"--that of referring to a person or groups that have been (or are) responsible for something that has happened. (DB)

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RESPONSIBILITY

Law in a Free Society Series

Level VI

Center for Civic Education ■ 5146 Douglas Fir Road ■ Calabasas, CA 91302 ■ 818-340-9320

Cover: *Penn's Treaty with the Indians* by Benjamin West
COURTESY OF THE PENNSYLVANIA ACADEMY OF THE FINE ARTS, PHILADELPHIA
Gift of Mrs. Sarah Harrison (The Joseph Harrison, Jr. Collection)

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Third Edition

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Preface

We the People of the United States, in order to form a more perfect Union....

The Preamble to the Constitution of the United States clearly states the purposes for which we, the people, have created our government. We have given it the responsibility to treat all people fairly, provide for the common defense, promote the general welfare, and safeguard our freedoms. We have given our government a great deal of power to carry out these responsibilities.

Imagine what might happen if our government did not fulfill its responsibilities. Suppose that instead of ensuring that all people are treated fairly, our government used its power to unfairly limit the rights and opportunities of some people while favoring others.

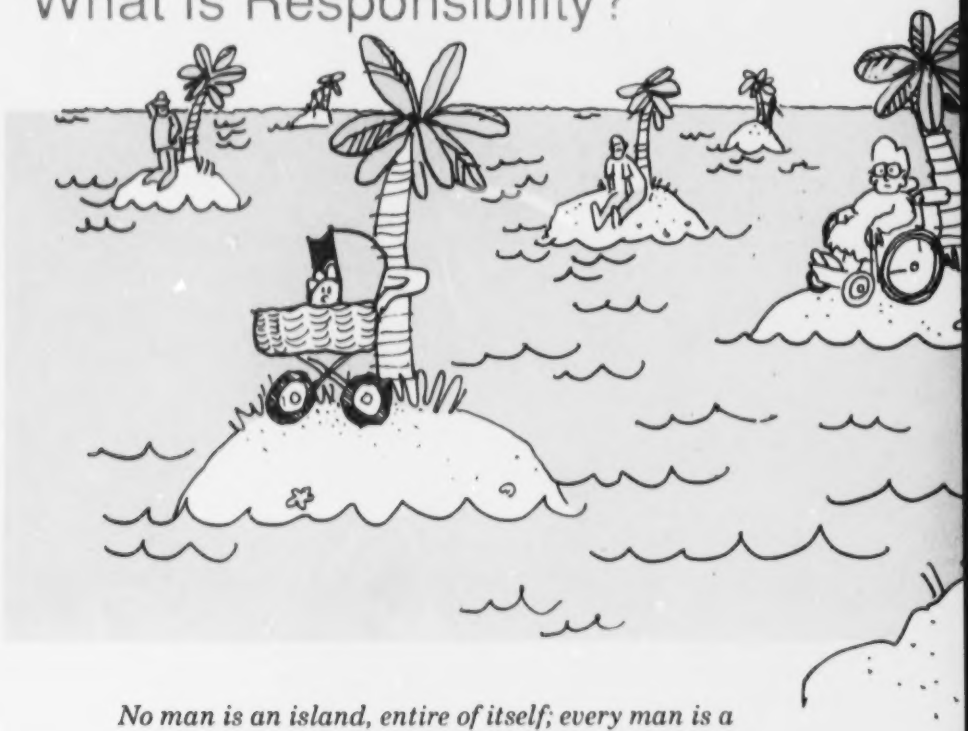
What can we do to make sure our government fulfills its responsibilities? What responsibilities do we have to ourselves and to our government? We, as citizens, have the right to determine how our government uses its power. We have the responsibility to ensure that our government protects the rights of all people and promotes the general welfare.

To be effective citizens, we need to understand the responsibilities of government and of citizens and be able to make informed decisions about those responsibilities. This text will help you gain a greater understanding of the subject of responsibility and a greater ability to deal with issues of responsibility as they arise in your life. It will also give you some "intellectual tools" to help you make informed and wise decisions about issues of responsibility.

The knowledge and skills you gain in this book will help you assume the responsibilities of citizenship in our democratic society. As a responsible citizen, by exercising your right to vote and participate in our political system, you can ensure that our government fulfills the purposes for which we, the people, created it.

Unit 1

What Is Responsibility?



No man is an island, entire of itself; every man is a piece of the continent, a part of the main; ... any man's death diminishes me, because I am involved in mankind; and therefore never send to know for whom the bell tolls; it tolls for thee.

The quotation you have just read was written by John Donne, the English poet, in the early 17th century. The ideas he raises about responsibility are not new. For centuries, people have been writing about responsibility—to themselves, to others, and to their country.

You are probably reminded often of your own responsibilities—to your family, school, or job. What do we mean when we speak of responsibility?

- What is responsibility?
- Where does it come from?
- Why is it important to society?
- What is its importance to you?

The purpose of Unit One is to help you answer these questions and to clarify and develop your own ideas about what responsibility involves. You will learn to identify certain responsibilities, their sources, and the rewards and penalties for fulfilling or not fulfilling them. This unit will lay the groundwork for discussing some of the thought-provoking issues involving responsibility that you will deal with later.

Lesson 1

What Are Some Sources of Responsibility?

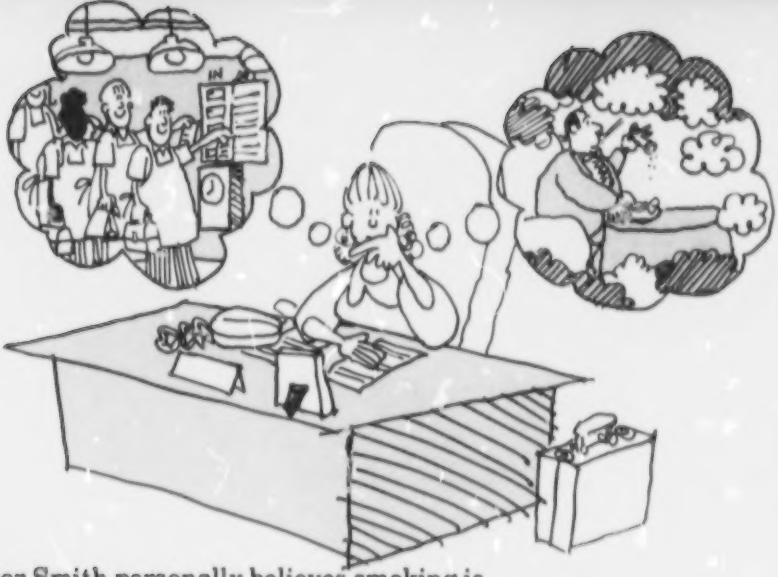
Problem Solving

What are Senator Smith's responsibilities?

Read the story below about Senator Smith and answer the questions that follow.

Cigarette smoking has become a serious national problem. Every year thousands of Americans die from lung cancer. Studies have shown a direct link between cigarette smoking and cancer; even breathing the smoke from someone else's cigarette has proved dangerous. The issue of banning cigarette smoking in public places has become increasingly controversial as smokers defend their rights to individual freedom and non-smokers argue about their rights to a healthy environment.

Senator Jean Smith represents a tobacco-growing state in which the cigarette industry plays a key role. There is a bill before Congress to ban smoking in public places. Passage of this bill could cause many people in Senator Smith's state to lose their jobs. It would have a major impact on the economy of the state.



Senator Smith personally believes smoking is dangerous and would prefer that people not smoke in public. She herself is a non-smoker. On the other hand, she is fully aware that passage of this bill would have a negative impact on her state. Senator Smith is faced with the dilemma common to many members of Congress: does she vote for the general good of the country or is it her responsibility to represent the interests of her state?

What do you think?

1. What are Senator Smith's responsibilities?
2. What are the possible consequences of her decision?
3. How should Senator Smith decide between conflicting responsibilities?

The questions you have just considered involve issues of responsibility. They are difficult to answer. To make wise choices you will need some tools that can help you analyze the complex issues involved. This book is designed to give you those tools and to challenge you to consider issues of responsibility.

What do we mean when we speak of responsibility? In the first three units of this book, when we speak of responsibility we are using the word in a very specific way.

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Level VI

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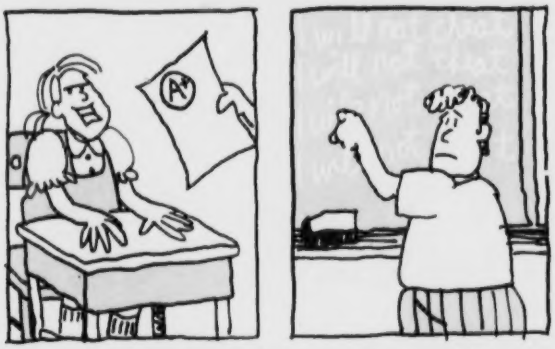
- **Responsibility is the duty or obligation of a person to do something or to behave in a particular way.** For example, you have the responsibility to complete your homework on time.



- **Responsibility is also the duty or obligation of a person *not* to do something or *not* to behave in a particular way.** For example, you have the responsibility not to steal merchandise when you go shopping.

Perhaps when you hear the word "responsibility" you think of having to do something that you do not want to do. You know that if you do not fulfill your responsibility, you might have to "take the consequences." You also know, however, that if you do fulfill your responsibility, you might be rewarded. Typically—although not always—those who fulfill responsibilities are rewarded in some way. And, usually, those who fail to fulfill responsibilities incur penalties of some sort.

We sometimes have mixed feelings about being responsible and the burdens it may impose on us. Yet we often take for granted that those around us will carry out their responsibilities. Think what your life would be like at home, at school, and in your community if no one accepted or fulfilled their responsibilities. How would you feel, for example, if you had to fly in an airplane but could not be certain that the flight crew, maintenance personnel, and control tower operators had fulfilled their responsibilities to protect your safety?

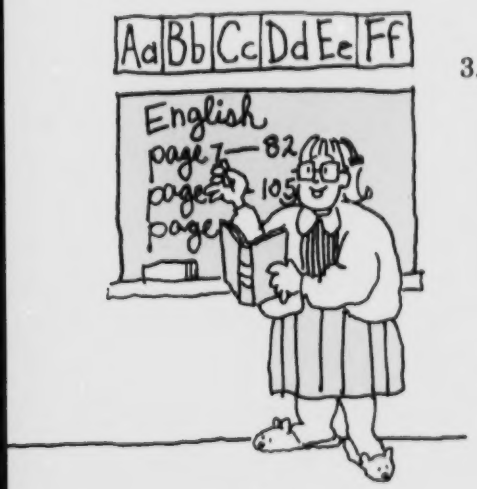
Where does responsibility come from?

Responsibilities may come from a variety of sources. They may develop as a result of our jobs, our school, the law, or our own moral principles. Some responsibilities may come from only one source, others from two or more sources.

Nine important sources of responsibility are described on pages 8-10. As you read about them, try to think of responsibilities you have that are similar to those in each category. In each case, think also whether you chose the responsibility freely, whether it was imposed on you, or whether you assumed it without consciously thinking about doing so.

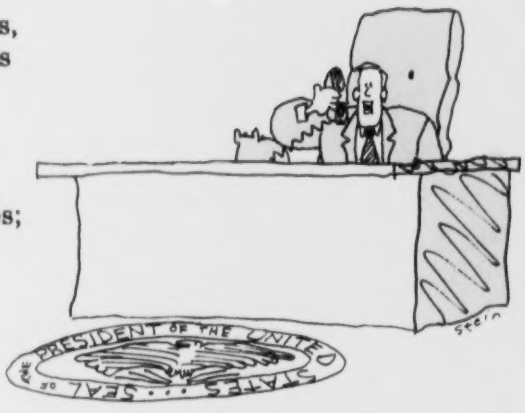
1. UPBRINGING. All people take on responsibilities as a result of the influence of their parents, family members, and others close to them such as friends and teachers. Obligations such as helping with household chores, taking care of younger children, and obeying family rules are typical responsibilities for many young people. Families also can pass on to their children their own religious and moral beliefs which call for the performance of certain duties.

2. PROMISES. When we make promises to others, we are expected to fulfill them, to "live up to our word." We understand from an early age that a promise ought to be kept. That is why very young children can be heard complaining, "but you promised!" Promises may be stated explicitly or they may be implied. A promise may be a private verbal agreement, such as a pledge to help a friend, or a written legal contract such as an agreement to repay a loan.



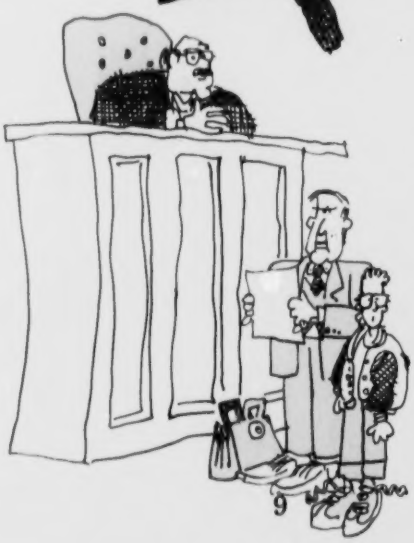
3. ASSIGNMENT. Whether you are in school or working at a job, you will most likely be assigned certain responsibilities. For example, in school you may be assigned homework or given the responsibility to plan a class party; in a job, you might be assigned responsibility for cleaning the shop or managing other employees.

4. APPOINTMENT. In some instances, people are appointed to positions that carry certain responsibilities. For example, the president of the United States appoints people to serve as ambassadors to foreign countries; a club president might appoint someone to take minutes at a meeting. Appointments differ from assignments in that they can usually be refused without penalty.



5. OCCUPATION. Each job carries certain responsibilities. For example, an auto mechanic is responsible for repairing automobiles expertly and efficiently. A police officer is responsible for enforcing the law and protecting people's safety. A legislator is responsible for representing his or her constituents and working for the general welfare.

6. LAW. The legal system imposes many responsibilities on us, including the obligation to attend school, serve on a jury, obey traffic laws, and pay taxes. The Constitution, the supreme law of our land, places a number of responsibilities upon members of the legislative, executive, and judicial branches of our government.



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7. CUSTOM. Many of the responsibilities we observe come from custom. Traditions that have been followed for a long time often become obligations. Examples include waiting in line in public places, taking turns, observing religious holidays, and respecting the feelings of others.

8. CIVIC PRINCIPLES. Our society places upon citizens the obligations of citizenship, which include protecting and promoting the ideals of our democracy. As citizens we are responsible for furthering ideals such as equality of opportunity, protection from unfair discrimination, and the protection of freedom of expression and religion.

9. MORAL PRINCIPLES. Some of the strongest obligations people feel come from their own moral principles. Such principles may be based on personal values or have their source in religious beliefs. Examples include the responsibility to treat others as you would like to be treated, to avoid telling lies, to refrain from cheating, and to respect others, regardless of how they may differ from you.

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Using the Lesson

1. While you are studying this text on Responsibility, you should keep a notebook or journal. Begin by observing all the responsibilities you have during the next twenty-four hours. Write an essay describing these responsibilities and their sources. For each responsibility you identify, label which you chose voluntarily, which you were required to assume, and which you assumed without conscious or deliberate thought.

2. Suppose you have observed your friend shoplifting. What is your responsibility to report the theft? What is your responsibility to help your friend? What are the sources of each responsibility?

3. Read today's newspaper or listen to the news on TV. List three instances or events involving responsibility. In each instance, describe the source or sources of the responsibility.

Lesson 2

How Can You Examine Issues of Responsibility?

Every day you are confronted with questions about fulfilling certain responsibilities. Whether it is a homework assignment, an after-school job, or a parental curfew, you need to decide if you will do what is expected of you. To make this decision, you need tools to help you consider what is involved. This lesson is designed to provide you with those tools. Different problems require the use of different tools. You would not try to bake a cake with the same tools that you repair a car. Likewise, there are tools of the mind—"intellectual tools"—that can help you deal with issues of responsibility.

"Intellectual tools" includes ideas, questions, and observations about society that are useful in analyzing situations and reaching decisions. As you study this text, you will be given a number of intellectual tools. Here is the first set, a series of questions you can ask when examining issues of responsibility.

- What is the responsibility?
- Who has the responsibility?
- To whom is the responsibility owed?
- What are the sources of the responsibility?
- What might be the rewards for fulfilling the responsibility? Examples include feelings of satisfaction, increased self-esteem, approval, praise, payment, or awards.
- What might be the penalties for failing to fulfill the responsibility? Examples include shame, guilt, blame, fines, imprisonment, or physical punishment.
- Is the responsibility freely chosen, imposed by others, or assumed without conscious or deliberate thought?

The following activity will give you an opportunity to examine a number of different types of responsibilities. The intellectual tools you have just learned will enable you to consider what is involved in each situation.

Problem Solving

What responsibilities are involved?

Read the first selection on page 14. Identify the examples of responsibility it contains and answer the questions that follow. Be prepared to share your answers with the class.

For the remaining selections, your class should be divided into six groups. Each group should read the selection assigned to it, discuss the questions that follow, and select a spokesperson to report the group's answers to the class.

What responsibilities accompany your right to free speech at public meetings?

In the United States, a number of traditions govern public meetings. These traditions originated from customs practiced in the New England colonies and in other societies for hundreds of years.

Today people frequently meet to discuss and take action on various matters, such as school problems, neighborhood crime, traffic safety, environmental issues, and larger national and international issues. Our traditions provide each person in the community the right to attend these meetings, to be considered a political equal, to have freedom of expression, and to hear the positions of other people participating in the meeting.

A basic principle of such meetings is that each person has the right to freedom of speech. Yet the meeting cannot even begin unless all those attending agree to limit their talking and remain quiet when proceedings are about to begin. Someone must preside over the meeting and call it "to order."

Certain rules, which the chairperson is responsible for enforcing, are also necessary for the meeting to continue in an orderly way. For example, those attending usually agree that no one may speak unless called upon by the chairperson. Also, those who are called upon are responsible for speaking on the point being discussed and not on some irrelevant issue, such as the most recent movie they have seen or what they plan to do on their next vacation. People are also required to take turns speaking and to let others have their turns.

The purpose of public meetings is not merely to speak out, but to speak intelligently and concisely in order to get something accomplished, to explore ideas, or to make a decision. Speaking must therefore be limited and orderly to accomplish the business at hand.

If speakers wander from the subject being discussed, if they are abusive and rude toward others, or if they threaten to

defeat the purpose of the meeting, then they may be declared "out of order" and must either stop speaking or correct their behavior before continuing to speak. If such a person refuses to obey the rules, he or she may be denied the right to speak. As a last resort, the person may be removed from the meeting.

The public meeting has the express purpose of providing for and protecting the right of all people to have a voice on issues that concern them. It would be entirely ineffective if reasonable rules were not followed and reasonable limitations on speech were not applied.

[This selection is based upon "The Traditions of the Town Meeting," in Alexander Meiklejohn, *Political Freedom* (New York: Harper and Row, 1960).]

What do you think?

1. In the above selection, what responsibilities are involved?
2. Who has these responsibilities?
3. To whom are they owed?
4. What are the sources of the responsibilities?
5. What might be the rewards for fulfillment of the responsibilities?
6. What might be the penalties for nonfulfillment?
7. Would such responsibilities be taken on freely, be imposed by others, or be assumed without conscious or deliberate thought?

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Group 1: What responsibilities does this VCR warranty place on the manufacturer and on the customer?

WARRANTY

YOUR EXCLUSIVE EXTENDED WARRANTY CERTIFICATE
LIMITED 1-YEAR WARRANTY PARTS AND LABOR

XYZ Corporation, hereinafter referred to as XYZ, warrants this product to be free from defects in material and workmanship for a period of one year from date of original sale to the consumer. XYZ will repair this product free of charge if, in the judgment of XYZ, it has proved to be defective within the one-year period, when said product is returned at customer expense to XYZ or one of XYZ's Authorized Warranty Stations. This warranty does not cover any expenses incurred in the removal and reinstallation of the product.

This warranty does not apply to any XYZ product damaged by accident, misuse, abuse, improper line voltage, fire, flood, lightning, or other acts of God, or if the product was altered or repaired by anyone other than XYZ or one of its Authorized Warranty Stations. This warranty does not cover broken or marred cabinets, headphones, videotapes, speakers, remote controls, or any other accessories used in connection with the product.

This warranty is in lieu of all other warranties expressed or implied, and no person is authorized to assume for XYZ any other liability in connection with the sale of the product.

What do you think?

1. What are the responsibilities?
2. Upon whom does the warranty place responsibility?
3. To whom are the responsibilities owed?
4. What are the sources of the responsibilities?
5. What might be the rewards for fulfillment of the responsibilities?
6. What might be the penalties for nonfulfillment?
7. Would such responsibilities be taken on freely, be imposed, or be assumed without conscious or deliberate thought?

Group 2: What responsibilities are contained in this summons?

The Superior Court

Office of the Jury Commissioner
Los Angeles County

SUMMONS FOR TRIAL JURY SERVICE

TO
May B. Anyone
123 Main Street
Santa Monica, California 90404
11-77-00-5590526 - (2296-)

Jury Division
Telephone No. 974-5811

You are hereby summoned to appear at 8 A.M. on 3/20/90

To serve as Trial Juror in:
The Superior and Municipal Court of Los Angeles County
Report to:
County Courthouse, Dept. 1, Room 222
111 North Hill Street
Los Angeles, California 90012

Be prepared to start Jury service on the above date. Failure to appear is punishable by law.
Free parking is provided at the Music Center
135 N. Grand Avenue
Be prepared to pay $1.50, which is refundable.

WILLIAM A GOODWIN
Jury Commissioner

Judy Rivituso
Deputy Jury Commissioner

What do you think?

1. What responsibilities are contained or implied in the above document?
2. Upon whom are the responsibilities placed?
3. To whom are the responsibilities owed?
4. What are the sources of the responsibilities?
5. What might be the rewards for fulfilling the responsibilities?
6. What might be the penalties for nonfulfillment?
7. Would these responsibilities be taken on freely, be imposed by others, or be assumed without conscious or deliberate thought?

Group 3: What responsibilities does the Fourth Amendment place on school administrators?

The Fourth Amendment to the Constitution protects against "unreasonable searches and seizures." Two questions have arisen as to how this protection should be applied in school situations. First, should the Fourth Amendment protect students' property at school, such as lockers, purses, and backpacks, against being opened and searched by school authorities without permission? Second, what should be the responsibilities of the school to protect its students from the sale, possession, or use of illegal drugs on school property?

A 1985 Supreme Court case (*New Jersey v. T.L.O*) involved a fourteen-year-old girl found smoking in the lavatory with a friend. Both girls were taken to the principal's office where they met with the assistant vice-principal. One girl admitted she had been smoking; the other, known as T.L.O., denied it.

The assistant vice-principal took T.L.O. into a private office and examined her purse. He found a package of cigarettes and a pack of rolling papers which he associated with marijuana. He then conducted a more thorough search of T.L.O.'s purse and found a small quantity of marijuana; a pipe; several empty plastic bags; a substantial sum of money, mostly one-dollar bills; notes indicating she had been selling marijuana to fellow students; and two letters implicating T.L.O. as a marijuana dealer.

T.L.O. confessed to selling marijuana and the state began proceedings against her. Her attorney sought to suppress the evidence found in her purse by arguing that the search was an unreasonable infringement of T.L.O.'s Fourth Amendment rights.

What do you think?

1. What responsibilities are involved in this case?
2. Who has the responsibilities?
3. To whom are the responsibilities owed?
4. What are the sources of the responsibilities?
5. What might be the reward for fulfilling the responsibilities?
6. What might be the penalties for nonfulfillment?
7. Would such responsibilities be taken on freely, be imposed by others, or be assumed without conscious or deliberate thought?

Group 4: What responsibilities of the president are described in this selection?

In the summer of 1945, Harry S. Truman, President of the United States, faced an awesome decision. In May of that year, Germany had officially surrendered, bringing to a close six years of fighting in Europe. But in the Pacific, World War II dragged on as Japanese officials refused to admit that their military situation had become hopeless. Some U.S. military experts felt that the war might continue for another year or more, at great human cost to both sides. They predicted as many as one million additional American casualties if the fighting went on.

On July 15, American scientists conducted a successful test explosion of an atomic bomb. The success of this test set the stage for Truman's decision. He had to decide whether to use this awful weapon against the Japanese as a means of hastening their surrender, or to continue fighting in a conventional manner, in the face of the dire predictions of his military experts.

President Truman chose to use the bomb. On August 6, a B-29 superfortress aircraft named the *Enola Gay* dropped an atomic bomb with the destructive force of approximately four million pounds of TNT on the Japanese city of Hiroshima, killing or injuring more than half the 344,000 residents of that city. On August 9, a second bomb was dropped on Nagasaki, with similarly devastating results. On August 15, Japan surrendered.

President Truman felt that he had made the right decision. Public reaction, however, has been deeply divided. Truman has been praised by some for saving hundreds of thousands of lives and condemned by others for causing terrible death and suffering. But few have failed to recognize the overwhelming weight of the responsibility he had to bear.

Widespread devastation followed the August 6, 1945, bombing of Hiroshima.

What do you think?

1. What responsibilities of the presidency are discussed in this selection?
2. To whom were these responsibilities owed?
3. What are the sources of the responsibilities?
4. What might have been the rewards for fulfillment?
5. What might have been the penalties for nonfulfillment?
6. Do you suppose the responsibilities were taken on freely, were imposed by others, or were assumed without conscious or deliberate thought?

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Group 5: What responsibilities are implied in these quotations?

I often wonder whether we do not rest our hopes too much upon constitutions, upon laws and upon courts. These are false hopes; believe me, these are false hopes. Liberty lies in the hearts of men and women; when it dies there, no constitution, no law, no court can save it; no constitution, no law, no court can even do much to help it. While it lies there it needs no constitution, no law, no court to save it....

Judge Learned Hand, "Liberty,"
***Yale Alumni Magazine,* June 6, 1941**

The right to demonstrate and protest political decisions is essential to a free society.

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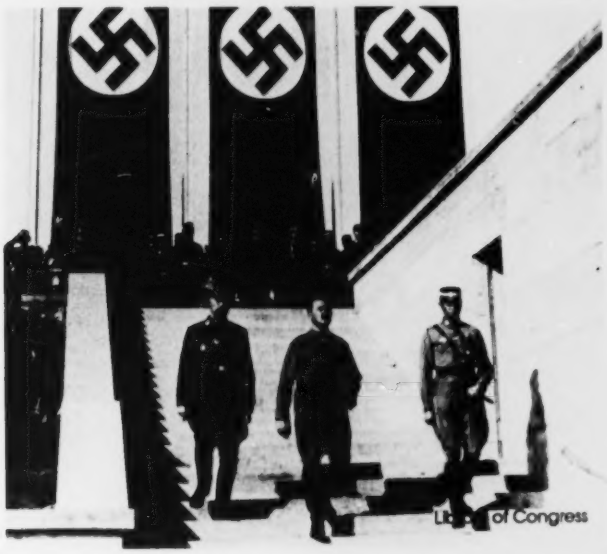
In Germany, the Nazis first came for the Communists, and I didn't speak up because I wasn't a Communist. Then they came for the Jews, and I didn't speak up because I wasn't a Jew. Then they came for the trade unionists, and I didn't speak up because I wasn't a trade unionist. Then they came for the Catholics, and I didn't speak up because I was a Protestant. Then they came for me, and by that time there was no one left to speak up for me.

Rev. Martin Niemoeller (1892-1984)



The Nazi government, led by Adolf Hitler, helped destroy the Germans' sense of personal responsibility.

What do you think?

1. In these quotations, what responsibilities are implied?
2. Who is responsible in each?
3. To whom are the responsibilities owed?
4. What civic and moral principles can you identify as the sources of the responsibilities?
5. What might be the rewards for fulfillment?
6. What might be the penalties for nonfulfillment?
7. Would such responsibilities be taken on freely, be imposed by others, or be assumed without conscious or deliberate thought?

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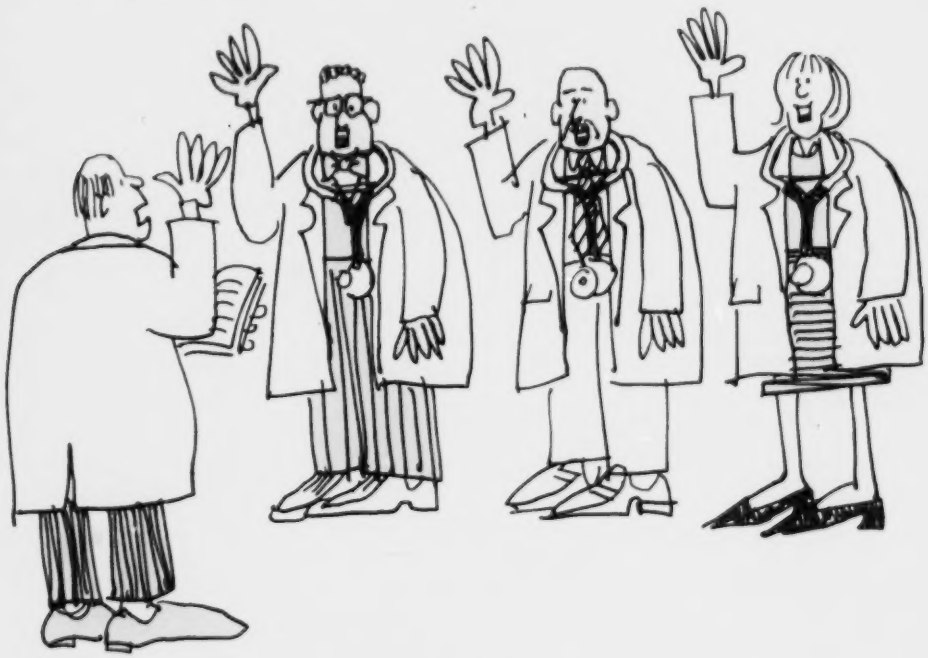
Group 6: What responsibilities does this oath place on doctors?

The following excerpt is from the Hippocratic oath taken by physicians as they enter into the practice of medicine.

I swear by Apollo, the Physician....and all the gods and goddesses that, according to my ability and judgment, I will keep this oath and stipulation; I will follow that method of treatment which, according to my ability and judgment, I consider for the benefit of my patients, and abstain from whatever is deleterious and mischievous. I will give no deadly medicine to anyone if asked, nor suggest any such counsel....Whatever, in connection with my professional practice, or not in connection with it, I may see or hear in the lives of men which ought not to be spoken abroad I will not divulge, as reckoning that all such should be kept secret. While I continue to keep this oath unviolated may it be granted to me to enjoy life and the practice of the art, respected by all men at all times but should I trespass and violate this oath, may the reverse be my lot.



What do you think?

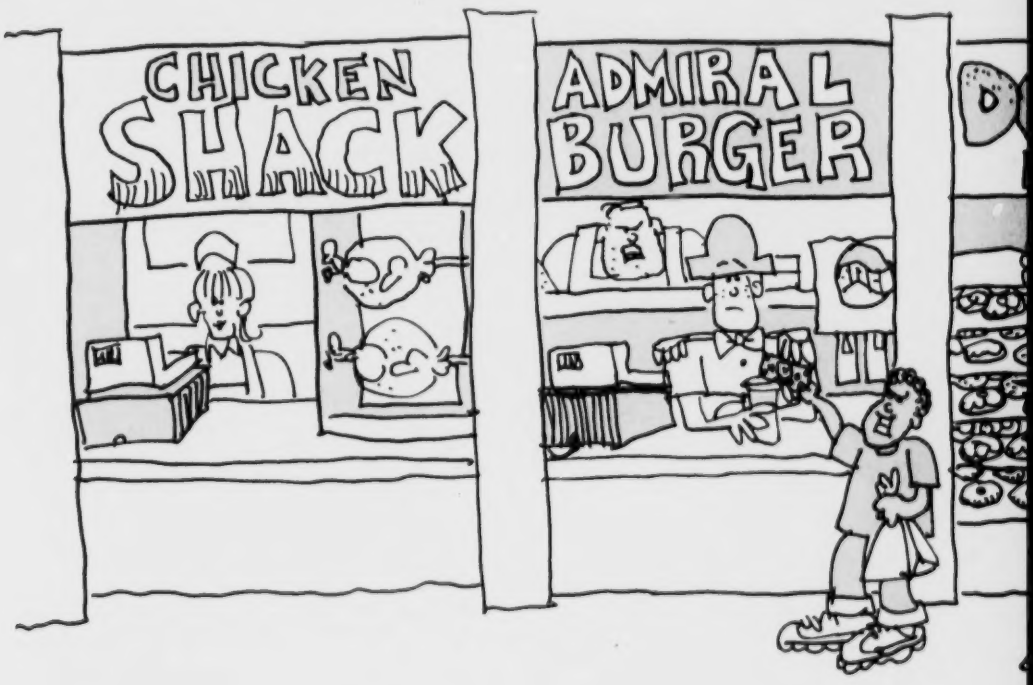
1. What responsibilities are placed on doctors by this oath?
2. To whom are the responsibilities owed?
3. What are the sources of the responsibilities?
4. What rewards might occur for fulfillment of the responsibilities?
5. What penalties might occur for failure to fulfill the responsibilities?
6. Would these responsibilities be taken on freely, be imposed by others, or be assumed without conscious or deliberate thought?

Using the Lesson

1. **Choose one of the selections on responsibility that your group did not read. Read the selection and write your answers to the "What do you think?" questions that follow it. Explain how your answers differ, if at all, from those of the group that reported on this selection to the class.**
2. **Make a list of the responsibilities of a classroom teacher. Analyze these responsibilities in terms of (1) the persons to whom the responsibilities are owed, (2) the sources of the responsibilities, (3) the rewards and penalties involved, and (4) whether the responsibilities are voluntary or required.**

Unit 2

What Are the Benefits and Costs of Fulfilling Responsibility?



In Unit One, you learned some intellectual tools to use when considering issues of responsibility. In Unit Two you will examine in greater depth the consequences of fulfilling responsibility. You will learn to identify the various results of fulfilling responsibility and how to classify these results as benefits or as costs. You will also learn that people with different values and interests might weigh the benefits and costs of fulfilling responsibility differently.

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What is meant by the benefits and costs of fulfilling responsibility? A benefit is an advantage to others or to the person carrying out the responsibility. A cost is a loss or disadvantage to others or to the person fulfilling the responsibility. Understanding the consequences of fulfilling responsibility helps you decide whether to assume a particular obligation. It also allows you to set priorities among different responsibilities.

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Lesson 3

What Are the Consequences of Fulfilling Responsibility?

What happens when you decide to fulfill a responsibility? There are consequences to the choice that you make; some of these may be benefits, some may be costs. It is important to recognize these benefits and costs in order to decide whether or not to take on a particular responsibility.

Problem Solving

What should Bill do?

Read the story below and complete the chart. Then answer the questions that follow and be prepared to share your answers with the class.

Bill, a high school student, was the oldest of five children in the Parker family. His younger brothers and sisters ranged from 2 to 14 years of age. Since Bill's parents worked, they asked him to return home after school each day to care for his brothers and sisters. In exchange, Bill's parents told him, they would allow him to use the family car. His parents said that he could decide whether he wanted this responsibility or not.

When Bill considered the situation, he decided to make a list of the possible consequences. When he finished, he noticed that some of the consequences he had listed were benefits while others were costs. He decided to classify the consequences so he could more easily decide whether to accept the requested responsibility.

Consequences	Benefit or Cost?
He would not be able to take part in after-school activities, such as sports and clubs. He would not be able to hang out with his friends after school. His brothers and sisters would be safe and well taken care of. He would have to referee his brothers' and sisters' arguments. He would be able to use the family car on weekends. His parents would save money and would be grateful to him.	

What do you think?

1. What responsibility was Bill asked to fulfill?
2. What would be the benefits and costs of fulfilling this responsibility?
3. Can you identify any consequences that Bill forgot? Are they benefits or costs?
4. If you were Bill, would you agree to take on the responsibility of caring for your brothers and sisters after school? Why or why not?

Benefits and Costs

In thinking about the consequences of fulfilling responsibility, you, like Bill, should be able to identify and weigh the benefits and costs involved. Among the potential benefits to consider when choosing to fulfill a responsibility are the following:

- PREDICTABILITY. When people consistently fulfill responsibility, others know what to expect from them.
- SECURITY. Knowing that others will fulfill their responsibilities enables a person to feel more secure.

- EFFICIENCY. Work can be accomplished more efficiently when the people involved fulfill their responsibilities.
- COOPERATION. When people working together on a task fulfill their responsibilities, cooperation is increased.

■ FAIRNESS. If responsibilities are fairly distributed, and everyone fulfills his or her share, it is unlikely that some people will need to do more or less than their share.

■ COMMUNITY SPIRIT. If all members of a group fulfill their responsibilities, a sense of community spirit or group pride is likely to develop.

■ INDIVIDUAL REWARDS. Rewards may include a sense of independence and self-esteem; feelings of satisfaction; approval from others; increased recognition, status, or payment; and gains in knowledge, skills, and experience.

A winning participant in the National Bicentennial Competition receives recognition for his efforts.

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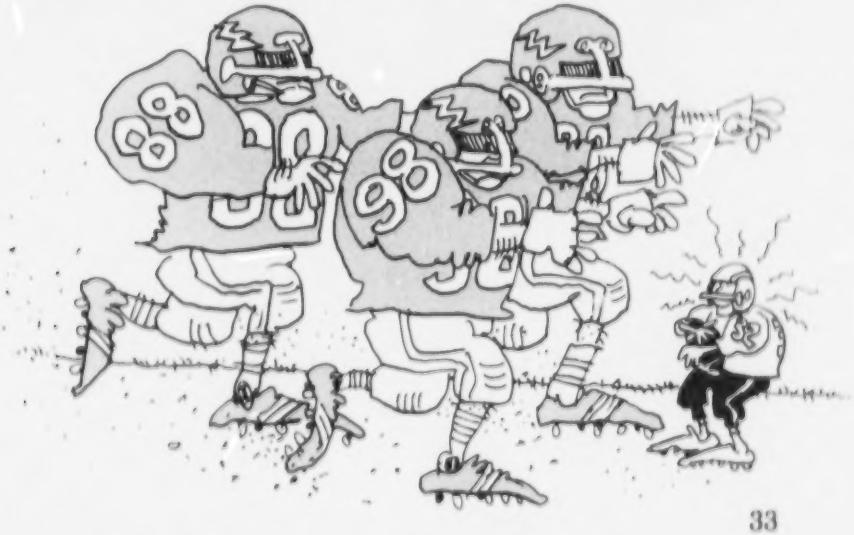
On the other hand, there can also be disadvantages to accepting responsibility. The potential **costs** of fulfilling responsibility include the following:

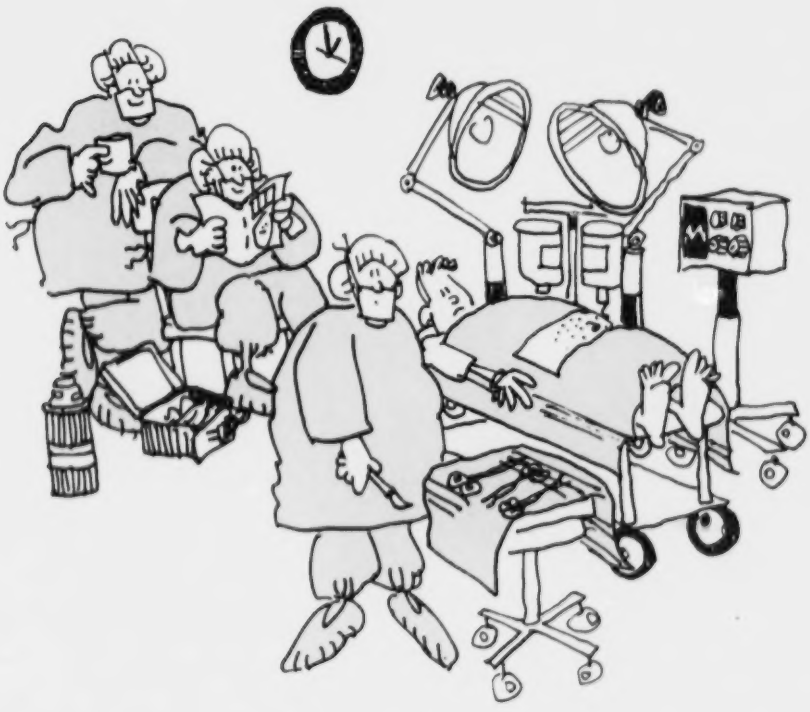
- BURDENS. It may be necessary to spend time, effort, or money to fulfill a responsibility.

- RESENTMENT. People may resent an unwelcome responsibility even though they have agreed to accept it. Others may feel resentment towards someone who has the responsibility they wanted.
- FEAR OF FAILURE. If people are unsure that they can fulfill a particular responsibility, they may be anxious and uneasy.



■ SACRIFICE OF OTHER INTERESTS. When people accept particular responsibilities, they may need to put aside other values, needs, or interests.

■ ABDICATION OF RESPONSIBILITY BY OTHERS. If one person or group seems to have primary responsibility for a task, it is easy for others not to do their fair share.



Problem Solving

Benefits or Costs?

This activity will give you an opportunity to analyze further the consequences of fulfilling responsibility. Your class should be divided into small groups. Each group should read three of the situations described below and answer the questions that follow. You may wish to make a chart like the one Bill made to help you examine the benefits and costs involved. Each group should then share its answers with the rest of the class.

1. Maria Rodriguez, who had been taking classes in automobile repair, volunteered to help her friend Thomas tune up his car on the weekend.

2. Berta heard of an on-the-job training program designed to help unemployed people learn computer skills. She applied for the program and was given a job on condition that she complete the training.

3. The monthly meetings of the Board of Education of Gainsville were open to the public. Anyone who wanted to speak to the board could be placed on the agenda by contacting the secretary one week before a board meeting.

4. The Public Issues Committee of Kennedy High School decided to sponsor a seminar on the prevention of drug use among high school students. The committee decided to open the meeting to speakers representing a wide range of opinion on the use of drug testing and the right of the school to search students' possessions.

5. The congregation of the Community Church of Saticoy voted to establish a day-care center for children of working parents.

6. Senator Yamoto set aside several hours each day to meet with people from his state and with others who wished to speak with him on issues being considered by Congress.

7. As the internal fighting in Lebanon worsened, the United States government made plans to evacuate American citizens.

8. Martin Luther King, Jr., in order to bring the nation's attention to laws that unfairly discriminated against African Americans, deliberately broke those laws and was jailed.

Martin Luther King, Jr., a major leader of the civil rights movement in the 1960s, was a strong believer in the power of non-violent protest.

9. Despite the warnings of environmentalists, the oil companies sailing their tankers through the Alaskan harbors assured the Environmental Protection Agency that the ships posed no threat to the fisheries and wildlife in the area.

In March 1989, a large tanker spilled 11 million gallons of oil near Prince William Sound. In spite of massive clean-up efforts, the damage to the Alaskan shoreline was visible a year later.

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What do you think?

1. In each of the situations your group has studied, who has responsibility?
2. What responsibilities did the person or groups involved in each of these situations fulfill or intend to fulfill?
3. What might be some of the consequences of fulfilling responsibility in each of these situations?
4. Which of these consequences do you consider to be benefits?
5. Which do you consider to be costs?

Using the Lesson

1. **Imagine that you are considering an after-school job. Make a chart of the benefits and costs involved. Describe how you would reach a decision whether or not to accept the job based on the consequences of fulfilling such a responsibility.**
2. **Read a recent news article about a government decision involving responsibility that was made at either the national, state, or local level. Make a list of the consequences involved in that decision, and label each as either a benefit or cost.**

Lesson 4

How Do You Judge the Benefits and Costs of Fulfilling Responsibility?

In this lesson you will be able to see how a consideration of the benefits and costs of responsibility can be used in decision making. Your class will conduct a public hearing on the issue of using solar energy in a hypothetical community called Orian's Pass. The main purpose of the hearing is to give community groups the opportunity to express their opinions on the solar energy plan proposed by the mayor.

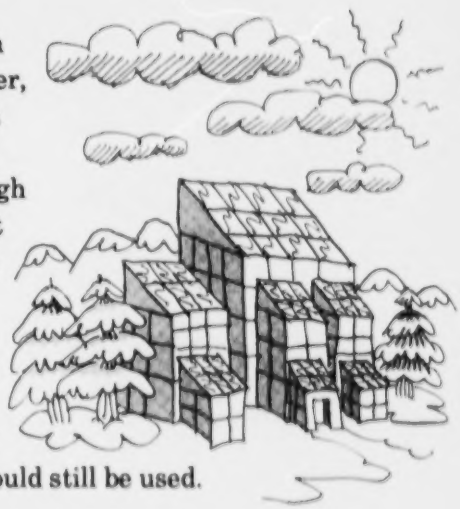
To begin preparing for this activity, read the description of the solar energy project and the agenda for the public hearing. The instructions for conducting the hearing follow the agenda.

The Solar Project

The U.S. Department of Energy, in an experimental program, announced it would offer grants to ten cities interested in partially converting their public buildings to the use of solar energy for heating and air conditioning. The grants would cover half the total cost of buying and installing solar energy equipment. When the mayor of Orian's Pass, a medium-sized city in the Midwest, heard of the grant program, he asked the city engineer's office to study the subject and recommend whether the city should apply for one of the grants.

The city engineer's office found that the total cost of the project would be about $12,000,000. Since grant funds would pay for only half that amount, the city would have to find another source for the $6,000,000 needed to complete the project. The needed funds would most likely have to come from increased city taxes. However, over a twenty-year period, the city engineer estimated that the system would be cheaper to run and provide a small savings to taxpayers.

The engineer's office examined the effectiveness of solar energy in Orian's Pass. A solar energy system works best when there is plenty of sunshine or a light cloud cover. Orian's Pass usually has harsh winters with heavily overcast skies. However, weather patterns over the past 74 years indicated that, in the long run, there should be enough days in the year with sufficient solar power for the city to save money—provided there were few variations in climate in future years. During the days when solar energy was inadequate, the old sources of heating and air conditioning could still be used.



When the mayor read the report of the city engineer, he decided to recommend to the city council that Orian's Pass apply for the federal grant. The response to the mayor's decision was mixed; some groups supported his position while others strongly opposed it. The city council decided to hold a public hearing before acting on the mayor's recommendation. The hearing would allow interested groups to present their opinions. The date for the hearing was set, and several groups asked to be placed on the agenda.

Notice of Public Hearing

Monday, 9:00 a.m., September 24, 19___.
Orian's Pass City Hall

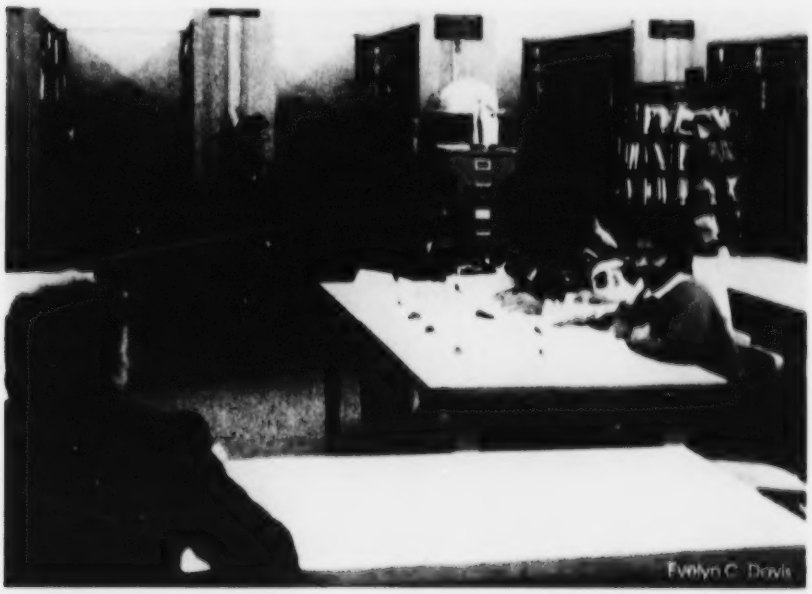
The city council of Orian's Pass is holding a public hearing on the proposed plan to apply for federal funds to be used, along with matching funds, for partially converting public buildings to the use of solar energy.

Agenda

1. Opening remarks by city council chairperson (2 minutes)
2. Introduction by the mayor (1 minute)
3. Presentation of proposed plan by the office of the city engineer (5 minutes)
4. Responses by interested groups
   a. Coalition for Conservation and Use of Alternative Energy Sources (5 minutes)
   b. Taxpayers' Union (5 minutes)
   c. Chamber of Commerce (5 minutes)
5. Open meeting with question-and-answer period and comments from the floor
6. Summation by chairperson of city council
7. Secret ballot by council members
8. Announcement of result by council chairperson
9. Adjournment

Preparing for the Public Hearing

The class should be divided into five groups. One group will play the part of the city council. Another will act as the members of the city engineer's office. The other three will each represent one of the interested groups appearing on the agenda. At the end of the presentations, the city council will vote on the solar energy proposal and announce its decision.



Careful research can provide the information needed to make a convincing presentation.

With the exception of the group representing the city council, each of the other groups should take a stand for or against the mayor's plan, using the instructions and background information provided on the following pages. In developing the stand for your group, you should consider the following questions:

1. If a grant was awarded, what responsibility would be taken on by the government of Orian's Pass?
2. What would be the probable consequences of the city government taking on this responsibility?

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3. Which of those consequences would you consider to be benefits?

4. Which would you consider to be costs?

5. From the point of view of your group, which benefits or costs would be most important?

6. On the basis of your position on the relative importance of the benefits and costs, would your group recommend approval or disapproval of the mayor's plan?

When your group meets, select a chairperson to lead your discussion, a recorder to take notes on ideas to be used in your presentation, and one or more persons to present your group's position. You may also wish to prepare posters or charts to use in your presentation. Some points each group might want to consider are listed below. Do not hesitate to add ideas that come up in your group's preparation period.

Group 1: City Council

Your chairperson will present the agenda at the public hearing. You will also select a mayor as an *ex officio* member of the council; he or she will make a brief statement at the hearing and introduce the city engineer. Your group will be responsible for conducting the hearing and reaching a decision on whether to approve the mayor's plan.

Your main purposes are to gather the information needed to make a wise decision and to provide interested individuals and groups the opportunity to present their points of view. Each council member should consider the issue and develop a list of questions to ask the representatives of the groups making presentations.

Your group is proposing the plan. Select someone to take the role of the city engineer. Then help develop the presentation by reviewing the facts about the proposed project. Set forth the reasons why you think the city government should take the responsibility for partially converting public buildings to the use of solar energy.

When presenting benefits of the proposed program, you might claim that:

- Over the long term, solar energy will save taxpayers money.
- It will help keep the environment clean since it does not involve the use of coal or oil to generate electricity.
- It does not use scarce resources such as coal or oil, which can then be used for other purposes.
- The conversion to solar energy will mean jobs for members of the community.

When outlining costs, you might claim that:

- Taxes will be increased slightly to install the equipment.
- The city engineer's office will have to devote much of its time and energy to the project and thus have less time for other projects.
- Possible changes in the climate of the community during future years could make the system ineffective and more expensive than present sources of energy.

Weighing these benefits and costs and others that your group might develop, you should take the position that the benefits outweigh the costs, and that the city should take the responsibility of partially converting public buildings to the use of solar energy, if assistance from the federal government is provided.

Group 3: Coalition for Conservation
and Use of Alternative Energy Sources

Your overall position presented at the hearing should be that the benefits outweigh the costs, and you should recommend approval of the mayor's plan. In supporting this position, your group might identify some of the benefits as follows:

- The use of solar energy, instead of coal, gas, or nuclear reactors, is safer and causes less pollution of the environment.
- The use of solar energy creates less demand on scarce coal and gas resources, which can then be used for other purposes.
- The reduced demand on coal, oil, and gas will make the United States less dependent on importing these resources from foreign countries, which are charging increasingly higher rates.
- Successful conversion of public buildings may lead to greater use of solar energy by private businesses, industry, and individual homes, thus increasing the general benefits listed above.

As costs your group might note the following points:

- The demand on the limited resources of the city engineer's office could result in less time available for other worthwhile projects.
- An increase in taxes would be needed to install the equipment.
- Because this is an experimental program, there might be special problems, such as making sure the installation is done well and that fair prices are charged for the equipment.

Group 4: Taxpayers' Union

Your group's overall position should be that the costs of the plan outweigh the benefits, and you should recommend disapproval of the mayor's plan. In supporting this position, your group might note the same benefits identified by the group above. However, you might expand on the costs, pointing out such factors as the following:

- The taxes on already overburdened taxpayers would increase.
- Long-range tax savings are seldom important to people being taxed too much today.
- There are other things that tax money could better be used for, such as medical care, schools, police, fire department, and other city services.
- The savings of resources from partially converting public buildings to solar energy would be small in comparison to the total amount of energy being used in the community.

Group 5: Chamber of Commerce

Your group is divided between those who support the mayor's position and those who oppose the solar project. The majority of the chamber of commerce members recognize the costs identified by other groups, but take the position that, all in all, the benefits outweigh the costs. These proponents also make the argument that, in addition to the other benefits, the expenditure of $12,000,000 for the installation of solar energy will greatly benefit the community by creating new jobs and increasing the amount of money available for goods, services, and recreation. Opponents, who represent the natural gas and oil companies, are concerned about the competition offered by an alternative form of energy and argue that the project is far too costly. The chamber of commerce group needs to decide if they will allow a minority opinion to be presented at the public hearing.

Conducting the Public Hearing

1. The chairperson of the city council should call the meeting to order, explain the purpose of the meeting, present the agenda, and begin the proceedings by introducing the mayor.
2. Representatives of each group should appear in the order they are listed on the agenda. Each group's initial presentation should be limited to five minutes.
3. At any time during the presentations, members of the city council may interrupt speakers to ask questions.
4. After all groups have had an opportunity to present their points of view, the members of the city council should discuss the issue and vote on whether to approve the mayor's plan.
5. The city council members should announce their decision and explain their reasoning. Additional discussion by the class may follow.

Using the Lesson

1. Write a letter to the editor of the Orion's Pass newspaper either defending or opposing the decision of the city council on the solar energy project.
2. Read recent news articles about a bill passed by either your state legislature or by Congress. Analyze to what extent a consideration of benefits and costs played a role in the decision-making process. Make an oral report of your findings to the class.

Unit 3

How Can You Choose Among Competing Responsibilities?

Think for a moment of all the responsibilities you have. Then think of other responsibilities that you might be interested in assuming. Add to this list the many other things you might want to do or that are important to you. Now consider how much time and energy you have.

Could you possibly fulfill all your responsibilities and do everything else that interests you? Probably not. You, like everyone else, must make choices about what responsibilities you will fulfill and what other activities you will pursue.

Sometimes it is easy to decide among competing responsibilities, interests, and values. At other times the choice may be quite complicated. This unit focuses on the considerations that can be used to make wise choices among competing responsibilities, interests, and values.

Lesson 5

What Considerations Are Useful in Deciding Among Competing Responsibilities?

Have you ever been in a situation in which you felt you had more responsibility than you could possibly manage? How did you decide what to do?

Choosing among competing responsibilities is often complicated. It can be hard to decide what is most important. Making such decisions often involves setting priorities and seeking alternatives. It may mean rejecting certain responsibilities or postponing them until other responsibilities are fulfilled. In making choices among competing responsibilities, there are a number of important factors to consider.

- URGENCY. Deciding how urgent a responsibility is allows you to set priorities—to put some responsibilities before others—and decide which one to fulfill first.

■ RELATIVE IMPORTANCE. You need to consider how important each responsibility is in relation to the others.

■ TIME REQUIRED. You need to think about the time it would take you to fulfill a responsibility and the time that you have available.

■ RESOURCES AVAILABLE. The availability of resources such as equipment, experience, or financial means, is a major factor in decision making. Without the necessary resources, you may be unable to fulfill a responsibility.

■ COMPETING INTERESTS AND VALUES. You may also need to consider other things you are interested in doing or other values you believe in, in order to decide which responsibilities to fulfill.

■ ALTERNATIVE SOLUTIONS. You may not always need to decide between competing responsibilities. Instead, a creative solution or compromise may allow you to resolve your dilemma. For instance, do you need to fulfill the responsibility yourself or can you get someone else to do it?

Problem Solving

Which responsibility would you choose to fulfill?

Ms. Morrison teaches senior composition, a writing course. It is a graduation requirement for all twelfth-grade students at Simpson High School. The work generally involves writing several compositions and one term paper, as well as reading and discussing sample essays in class. At the beginning of this particular semester, Ms. Morrison announced, as she always did, that each student's grade would be based on three things: essays, term paper, and class participation.

One of the students in the class, a graduating senior named Susie White, was heavily involved in extra-curricular activities. She worked on the school paper, *The Simpson Banner*. During the last ten weeks of the term she was often absent, asking to be excused from class in order to work on articles for the newspaper. When final grades were given, Susie received a C in senior composition. A review of her class grade average revealed a C-, a C, and a C+. Her term paper, which would ordinarily have received a C, was turned in late, so Ms. Morrison penalized Susie a half-grade and marked her paper C-. Since Susie was so often absent from class, her participation was practically nil. Ms. Morrison felt that, in view of Susie's consistently average performance on her written work and her almost complete lack of class participation, she had no alternative but to give Susie a "courtesy" C.

When Susie received the grade, she was extremely upset and immediately requested a conference with her teacher. She asked that Ms. Morrison reconsider the grade and change it to a B. Her plans for the future, Susie said, depended upon her going to the state university, where she intended to major in journalism. Without the B in senior composition, she could not go, since her acceptance at the university was contingent on her final semester's grades. She argued that her C average was not caused by her lack of ability, but rather by her having

to devote a great deal of time to working on the newspaper; if she had spent more time on senior composition, she could have made an A or a B, but she felt she needed all the experience she could get working on the *Banner*.

Ms. Morrison countered Susie's arguments by pointing out that Susie's writing was not particularly good and that, as a future journalism major, she ought to be concerned with improving her writing technique and style. Susie replied that writing style was a matter of opinion, of subjective judgment. Ms. Morrison, Susie contended, simply did not like her style.

Susie again asked that Ms. Morrison reconsider her decision; otherwise, the teacher would be the sole cause of keeping her out of the university and thus ruining her career. Ms. Morrison checked with the counselor and found that Susie was telling the truth; she did need a B in senior composition to get into the university. Later that same day, Susie's father called the teacher and pleaded with her to change the grade. The family, he said, could not afford to send Susie to a private school; and she had been looking forward to going to the university and had told everyone about her plans. Sending her to a junior college at this point, he felt, would be a crushing blow to her morale.

Ms. Morrison Charts the Considerations

	Responsibility 1:	Responsibility 2:
1. What are my responsibilities in this situation?	To grade Susie objectively	To help Susie further her career objectives
2. What are the sources of these responsibilities?	My occupation and personal values, interests, and moral principles	My occupation and personal values and interests
3. What might be some rewards for fulfilling these responsibilities?	Fulfillment leads to job satisfaction; increased self-esteem; approval of students, other teachers, administrators, parents; job security, and increased merit pay.	Fulfillment leads to satisfaction gained from helping students and from doing job well.
4. What might be some penalties for not fulfilling these responsibilities?	Nonfulfillment may lead to charges of subjectivity and unfairness; continual disputes; lack of self-respect and of respect from students, other teachers, administrators, and parents.	Nonfulfillment may lead to lack of self-esteem, shame, guilt; criticism and lack of respect from students and parents.
5. What are the benefits of fulfilling these responsibilities?	Objective grading may be seen as fair, leading to fewer disputes, greater respect from other students and parents.	I would have helped Susie get into the college she wishes to attend.

	Responsibility 1:	Responsibility 2:
6. What are the costs of fulfilling these responsibilities?	I will feel sorry that, to some degree, I have been responsible for her not getting into the college she wishes to attend.	I would have to make an exception to my policy of objective grading. Other students and their parents might apply pressure for similar treatment if they find out what I have done. Susie would get into college with fewer qualifications than required of other students.
7. How important is the responsibility?	Very important	Very important
8. How urgent is the decision?	It must be made today.	It must be made today.
9. How much time will it take?	A few minutes	A few minutes
10. Do I have the resources to fulfill the responsibilities?	Yes, I feel sure I can, and have, graded her objectively.	I have the discretion to change the grade if I wish to. I can help her career objectives in other ways.
11. What other values and interests are involved?	Being fair to all students, not showing favoritism; being reasonable, being accurate in my grading, and setting reasonable standards for grading that all students are aware of.	Being responsible to the faculty of the college Susie wishes to attend by not sending them students who are not prepared to meet their standards for admission; protecting my reputation and that of the school from charges of inaccurate, easy grading and favoritism; protecting the rights of qualified students from my school who might wish to attend the college.
12. Is there some alternative solution?	No alternative	I might be able to help Susie get a scholarship at another college, but I cannot be certain.

What do you think?

1. Given the information on the chart, if you were Ms. Morrison, to which of the two responsibilities would you give priority?
2. Why would you make this decision?

Using the Lesson

1. In your journal, describe a situation in which you had to choose among competing responsibilities. How did you decide what to do? Why did you make this choice?

2. Identify an issue in the news in which a decision was made among competing responsibilities. Write an explanation of the issue involved, the decision that was made, and the reasons for that decision.

3. Assume that you have been nominated for a top position in your student government which will involve after-school activity each week. This position would look impressive on your college applications. You have also been offered a job in the local video shop which would be very helpful financially but would conflict with the student government position. Which position would you choose to take? Why?

Lesson 6

Which Responsibility Should the Justice Minister Fulfil!?

In Lesson 5 you learned some intellectual tools to help you decide among competing responsibilities. In this lesson you will have the opportunity to apply these tools in making a difficult decision between conflicting responsibilities.

Your class should be divided into small groups of three to five students for this activity. Each group will read the story below and prepare a chart to analyze the responsibilities involved. On the basis of the information presented in the chart, each group should reach a decision about which responsibility the Justice Minister should fulfill. Each group should then present its decision to the class, explaining the reasons for its choice.

Drugs, Danger, and Political Responsibility

The drug lords sent a chilling message to the people of the small South American country. "We declare total and absolute war on the government ... and everyone else who has attacked us." The lines had been drawn. On one side stood the drug cartel, its leaders wealthy, armed, and without compunction about destroying all who would hinder them. On the other side were the members of the government, the journalists, and all

those citizens willing to risk their lives to protect their nation. It was truly a struggle for the future of the country. Was the nation to be ruled by law or by terror?

After a series of terrorist bombings, army troops searched suspects throughout the capital city.

No one had any doubts that the drug lords were deadly serious in their threats. Murder and assassination had become a way of life. One presidential candidate, numerous judges and legal officials, and a number of prominent journalists had been killed in the last few months. A climate of fear pervaded the country, especially in the capital city. The drug lords had proclaimed a war that extended to the families of those threatened. Public officials were particularly concerned about their children. Some sent their families to live abroad, but even that did not offer complete protection. Assassinations had taken place outside the country, in Europe and in the United States. There was no real safety for those marked by the drug lords.

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High on the most-wanted list of the drug cartel was the young justice minister of the country, Elana Gonzales. Only 32, known as a brilliant lawyer, she had taken the post when no one else would accept it. Of her six predecessors in the last three years, two had been killed and two had left the country. She herself had been threatened repeatedly and only last week her brother had been kidnapped and was feared dead.

Gonzales came from a well-known family long involved in the leadership of the nation. She had built her reputation on defending the law. Now that the judicial system was under seige, she proclaimed, "We must protect the law and the government in any way we can. My responsibility is to my country and its people."

Despite her public proclamations, however, Gonzales was deeply worried about the effect her job would have on her family. She was married and had three young children. She knew that she was endangering their lives every day she

continued to serve as justice minister. The situation reached a climax when she received, almost simultaneously, a new job offer and word of an attempted kidnapping at her youngest daughter's school.

The call from New York came first. She was asked to serve as chair of a special United Nations commission created to examine the international consequences of the drug trade. It was clearly a chance to leave her nation and remove herself and her family from the constant threat of death. Two days later, she received a call from the head of her daughter's school that the police had thwarted an attempted kidnapping of a young boy. Her daughter was not the intended victim—this time.

Elana Gonzales had two weeks to decide about the job offer. The prospect of a safe haven, while still working to combat the drug problem, was tempting. It would certainly help her fulfill her responsibility to protect her family. On the other hand, she had an equally strong sense of responsibility to her nation and its future. If she left, she would be admitting defeat, admitting that the rule of terror was stronger than that of the government. She would be undermining the courage of all those who had committed themselves to fight the drug lords at any cost. If she stayed, she might endanger the very lives of her family. What responsibility should she fulfill?

What do you think?

Each group should prepare a chart, similar to that used in Lesson 5, which answers the following questions:

1. What responsibilities are involved?
2. What are the sources of these responsibilities?
3. What rewards are related to fulfilling these responsibilities?
4. What penalties are related to not fulfilling these responsibilities?

5. What are the probable consequences of fulfillment? Which are benefits (B) and which are costs (C)?
6. How important is each responsibility?
7. How urgent is the decision?
8. How much time is required?
9. What resources are involved?
10. What other values or interests are involved?
11. What alternative solutions are possible?
12. Which responsibility should be fulfilled? Why?

Using the Lesson

1. **Imagine that you are the editor of the leading newspaper in the South American country of which Elana Gonzales is justice minister. Write an editorial defending her decision to leave the country.**
2. **Design a collage of news clippings, magazine articles, advertisements, and other illustrations which demonstrate competing sources of responsibility in your life.**
3. **Does a soldier have a responsibility to obey an order if he believes it is morally wrong to do so? Why or why not? Write an essay in your program journal defending your position on this question.**

Lesson 7

Which Responsibilities Should the Court Uphold?

In this lesson you will have an opportunity to take part in a simulated court hearing based on an actual case decided by the Supreme Court. The case dealt with the conflict between the government's responsibility not to interfere with the free exercise of religion while also enforcing its laws to educate its citizens. The case also raised the conflicting responsibilities faced by Jonas Yoder: to educate his children according to his religious beliefs and to obey state law. The Supreme Court had to weigh these conflicting responsibilities and decide which to uphold.

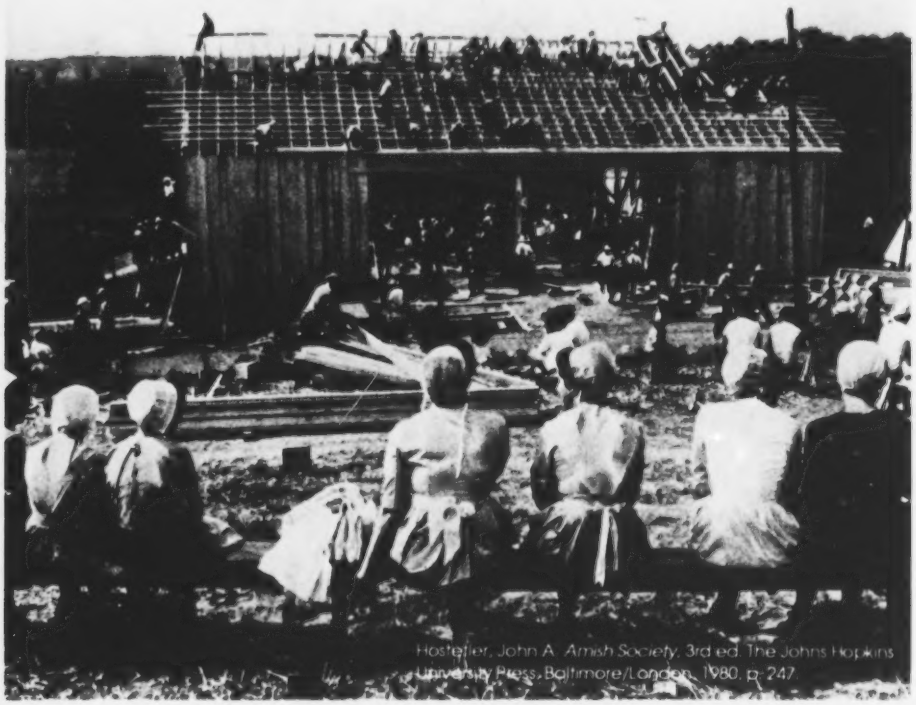
To prepare for the hearing, read the description of the case and fill in the chart that follows.

Wisconsin v. Yoder (1972)

At the time of this case, the State of Wisconsin required parents to send their children to public or private schools until the age of 16. The purpose of the law was to provide all children with educational opportunities. Any parent convicted of violating this law could be fined or imprisoned.

Jonas Yoder was a member of an Old Order Amish community in Wisconsin. The members of this community believe that they must raise their children according to the principles of the Old Order Amish religion. After completion of

the eighth grade (usually by age 14), Amish teenagers are expected to leave school and continue their education by working with their parents. This allows Amish youth to acquire the specific skills needed to perform the adult roles of Amish farmers or housewives. They also acquire Amish attitudes favoring manual work and self-reliance. At the same time, the Amish teenager has opportunities to deepen his or her religious faith, so that he or she can be prepared to accept the religious obligations of adult members of the Amish community. In this way Amish life is maintained and strengthened.



Hostetler, John A. *Amish Society*, 3rd ed. The Johns Hopkins University Press, Baltimore/London, 1980, p. 247.

The traditional barn-raising, a form of economic sharing, symbolizes the concern the Amish have for the welfare of their members.

The Amish believe that their children cannot be prepared for adult Amish life by attending high school. They feel that students would be drawn away from traditional religious beliefs and occupations by exposure in high school to science, machines, and modern life-styles.

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The state of Wisconsin believes that high school attendance until the age of 16 is important for all children and that the Amish should not be treated differently from other residents of Wisconsin. Furthermore, the state of Wisconsin argued, suppose that some of the Amish children decide to leave their religious community. Wouldn't they be ill-prepared for life in American society?

Amish children learn at a young age the importance of loyalty to their community.

Jonas Yoder refused to allow his 15-year-old son to attend high school. In 1968 Mr. Yoder and several other Amish parents who had refused to send their children to school were arrested, tried, and convicted of breaking the state law. They asked the Wisconsin Supreme Court to reverse their convictions. The case eventually reached the United States Supreme Court.

What responsibilities are involved?

To evaluate the conflicting responsibilities involved in the case, copy the chart on the next page on a separate piece of paper and fill in the information requested.

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	Yoder		State of Wisconsin	
1. What responsibilities are involved in this case?	To educate his children according to Amish religious beliefs	To obey the laws of the State of Wisconsin	To enforce its laws providing for the education of children	To allow its citizens religious freedom
2. What are the sources of these responsibilities?				
3. What might be some rewards for fulfilling these responsibilities?				
4. What might be some penalties for failing to fulfill these responsibilities?				
5. What are the benefits of fulfilling these responsibilities?				
6. What are the costs of fulfilling these responsibilities?				
7. How important is each responsibility?				
8. How urgent is the decision?				
9. What is the time required?				
10. What resources are required?				
11. What other values or interests are involved?				
12. What alternative solutions are possible?				

Preparing for a Moot Court Hearing

A moot court hearing is like an appellate court or supreme court hearing. In the hearing a panel of judges is asked to decide whether or not to uphold a lower court's decision. No witnesses are called and there is no argument about the basic facts in a case, that is, about what happened. In this modified form of moot court hearing, your arguments do not have to be limited to the present law or be based on legal decisions that have been made in similar cases. They can be based on the principles found in the Constitution or on any reasonable position that you take.

Your class should be divided into three groups. One group will act as the panel of judges hearing the case. The second group will represent the position of the Yoders, and the third group will take the position of the State of Wisconsin. To prepare for the hearing, each group should meet and select one or more spokepersons to speak for the group and a recorder to take notes.

Procedure for a Moot Court Hearing

1. The chairperson of the panel of judges should open the hearing and make sure the procedures described below are followed. During the presentation of arguments, judges may interrupt the persons speaking to ask questions.
2. The spokespersons for the State of Wisconsin should present their arguments and respond to questions the judges may ask.
3. The spokespersons for the Yoders should present their arguments and respond to questions the judges may ask.
4. The judges should discuss the case among themselves and reach a decision. They should present their decision and explain it to the class.
5. The class should then discuss the hearing, its procedures, and the issues of responsibility raised by the case.

Using the Lesson

1. Write an editorial opposing the decision reached by the judges at the moot court hearing.
2. Imagine that you have just discovered that one of your best friends has been selling drugs at school. Even though you strongly oppose drug use, you feel an obligation to your friend not to report him. On the other hand, you also feel a responsibility to the school and to your community. Should you report your friend? Why or why not? Make a chart like the one you have used in this lesson to help you decide among the conflicting responsibilities involved.
3. Do you believe a newspaper reporter should take part in political demonstrations? Which is more important, the right of a reporter to freedom of expression or the responsibility of the media to try to preserve objectivity in their news coverage? Write an essay describing the issues involved, and applying the intellectual tools you have learned, state which responsibility you think should have greater priority.

Unit 4

Who Should Be Considered Responsible?

In the first three units of this book, you have been dealing with one meaning of the concept of responsibility. You have been concerned with responsibility as it involves the duties or obligations of people.

In Unit Four, you will be introduced to a different aspect of responsibility. You will learn ways of determining who should be considered responsible for something that has happened.

Being able to decide who should be held responsible allows us to (1) reward individuals for positive accomplishments, (2) determine if a remedy is needed when a wrong or injury is involved, and (3) use the information as a guide for our future actions.

In many instances, it is relatively easy to determine who is responsible. At other times, however, it can be far more difficult. In this unit, you will have the opportunity to determine who should be held responsible in a number of complex situations. You will be introduced to a set of intellectual tools to help you make such decisions.

Lesson 8

How Can You Determine Responsibility?

We are often quick to accuse or praise someone by saying, "Well, you did it. It's your responsibility." What do we really mean? How can you decide who should be considered responsible? Read the two stories below. One involves holding someone responsible for an injury and the other concerns giving credit for an achievement. In both cases, we want to determine who is responsible.

Problem Solving

Who is responsible for the accident?

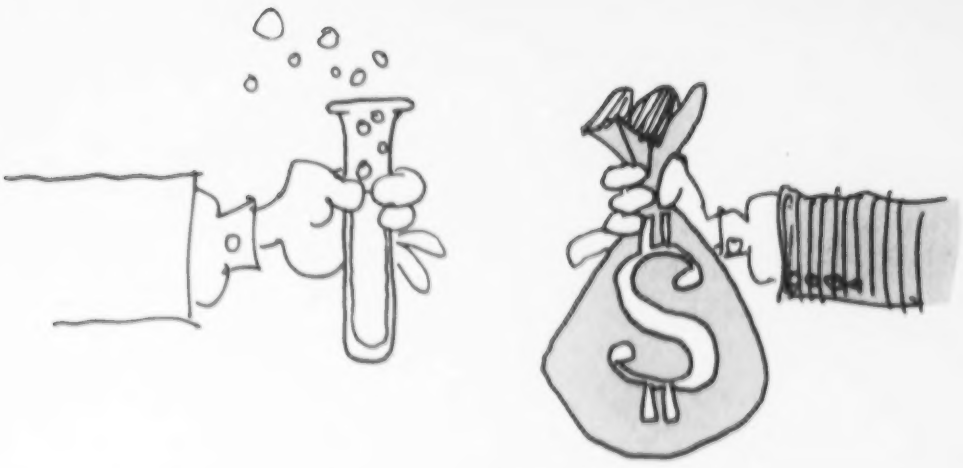
It is a dark and stormy night. A small green pickup truck speeds north toward an intersection; a small red car, going west, approaches the same corner. The driver of the truck halts briefly at the stop sign. Believing that he can beat the red car through the intersection, the driver floors the gas pedal. Just then, the driver of the red car is distracted by a flash of lightning and momentarily looks away from the road. The pickup stalls in the intersection, and the red car, with its unseeing driver, hits it broadside.

What do you think?

1. Who, if anyone, should be held responsible for the collision?
2. Is there a general agreement among class members on the answer?
3. How do you think one should go about deciding such issues?

Who deserves credit for finding a cure?

For the past several decades, scientists all over the world have been working on a cure for cancer. Slowly, progress is being made. Much of it is due to the exchange of ideas among scientists who report on their progress—their successes and failures—through correspondence, articles in professional journals, and presentations at meetings and conventions. Step by step, the medical field is getting closer to a solution. Each advance is built on the experiences of individual scientists and their combined knowledge of the work of others. When "the" cure or cures are finally discovered, those held responsible will receive a great deal of credit, along with public praise and financial rewards.



What do you think?

1. Given a situation in which a great number of scientists have worked for many decades searching for a solution, how can it be decided who should be considered responsible for finally finding a cure for cancer?

2. If you were on the Nobel Prize committee and wished to give a prize to those who found a cure for cancer, how would you reach a fair decision?

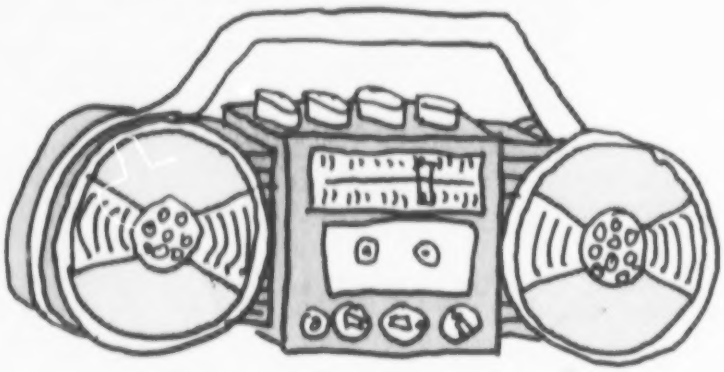
How do you develop a procedure for determining responsibility?

In this lesson, you will be introduced to a set of intellectual tools to use in determining responsibility. You may also develop additional ideas of your own for dealing effectively with problems of assigning responsibility.

When you are interested in deciding who should be held responsible for something, you should first look carefully at the situation. Then consider each of the questions listed on pages 73-77. Not every one will be relevant each time, but following this procedure will help you analyze a specific situation and decide who should be considered responsible.

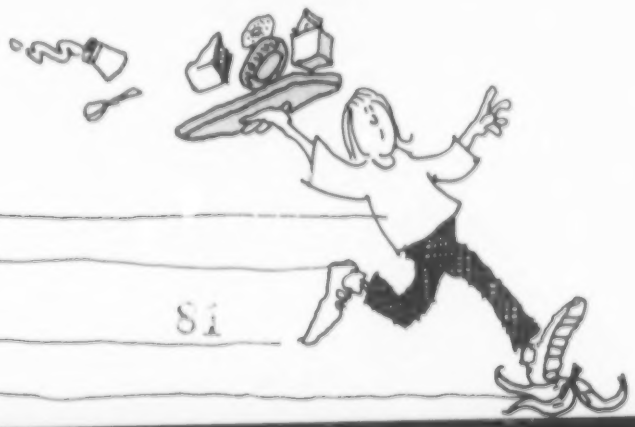
1. **Event or situation.** What is the event or situation for which someone might be considered responsible? For example:
   - Your home was burglarized and many of your possessions were stolen.
   - Your school football team won the state championship this year.

2. **Persons involved.** Who are the persons involved who might be considered responsible for what happened? For example:
   - Members of the senior class worked with school officials and the local police to establish a successful drug prevention program in their school.
   - George, Helen, and Paul broke into Tom's locker and stole his new tape deck while Jean watched.



3. Causation. Who caused, or helped to cause, the event or situation to happen? For example:
   - Juan ran behind Mike, who blocked the last member of the opposing team protecting the goal line. Juan made the touchdown that won the game and the city championship.
   - As Yang was walking down the stairs, she tripped over Jack's foot, fell, and sprained her wrist.

4. State of mind. What was the person's state of mind when causing something to happen? To answer this question, you should consider four separate points.
   - Intent. Did the person intentionally cause the event or situation to happen? For example:
     - Manuel studied as hard as he could during his four years of high school to win a full scholarship to college.
     - While walking across the lunch area, Sara slipped on a banana peel, fell on a lunch table, cracked her rib, spilled four students' lunches, and tore Renee's new dress.



- Recklessness. Did the person deliberately or consciously ignore risks that were obvious? For example:
  - Dave was speeding past his school, radio going full blast, when he hit a young girl crossing the street.
  - Luis ignored the "No Parking" sign and found his car towed away when he returned.

- Carelessness. Did the person act thoughtlessly, without paying attention to risks that were foreseeable? For example:
  - Liz left sleeping pills on the table next to her bed. Her three-year-old niece, who was visiting at the time, swallowed them and had to have her stomach pumped.
  - Mieko was driving slowly through a residential section when a young boy darted out from between two parked cars. She swerved to miss him and hit a car coming from the other direction.

- Knowledge of probable consequences. Did the person know, or have the capacity to know, the probable results of his or her action? For example:
  - Jimmy, a mentally disturbed 15-year-old, was tricked by other boys into lighting a firecracker in a fast food restaurant. In the resulting confusion, property was damaged and several people were injured.
  - Charley had been skiing once before. The second time, he went with Sandra, an experienced skier. She talked Charley into going down the advanced slope with her, claiming it was easy and he would have no problem. After going only a few yards, Charley fell and injured himself.

5. Control or choice. Did the person or persons have control over their own actions or a choice to act in a different way? For example:
   - While walking down the hall at school, Kareem was shoved by two bigger students. As he lost his balance, Kareem hit Susan, who then fell and injured her ankle.
   - Juanita walked into the bank to deposit her paycheck. Just then a group of men came in, robbed the bank, put a gun to Juanita's back, and forced her to drive their getaway car.

6. **Duty or obligation.** Did the person or persons have an obligation to act, or to refrain from acting, as they did? For example:
   - Five high school students stood and watched members of the fire department put out a fire in a local store.
   - The lifeguard on duty stood talking with a group of friends and did not notice a young child about to be attacked by a shark.

7. **Other values, interests, or responsibilities.** Did the person or persons have other values, interests, or responsibilities that caused them to act as they did? For example:
   - Pete's friend, Bob, had begun selling drugs to young kids. After considerable thought, Pete informed the principal of Bob's activities.
   - Jonathan chose to work in a soup kitchen for the homeless rather than go to the beach with his friends.

Using the Intellectual Tools

Applying the procedure you have just learned is not always easy. For example, how would you apply the ideas of causation and intent to determine who should be considered responsible for the accident described below?

> Mary and her friend Lupe were talking in the lunch line. Just as Tom, who was in line in front of them, received his lunch and turned to leave, Mary bumped Lupe. Lupe fell against Tom who dropped his lunch. Lupe claimed Mary bumped her on purpose. Mary said it was a mistake and that she had slipped. Who should be considered responsible for this accident?

How would you apply the ideas of recklessness, carelessness, and knowledge of probable consequences to the following situation?

> Two young boys, one seven years old and the other eight, often played in their neighbor's yard and garage. They particularly liked to watch their neighbor burn his leaves. One day when the neighbor was out of town, the boys went into his garage to play. It was cold and they noticed a charcoal grill. They gathered some leaves, placed them in the grill, moved the grill close to the garage entrance, and lit a fire. Suddenly, while they were warming themselves, they noticed that a canvas sheet used to cover the entrance had caught on fire. The boys tried to put out the fire but failed. The fire spread to the attached house and caused a great deal of damage. The boys were not injured. They were both of at least average intelligence and had been told not to play with matches and fire.

Using the Lesson

1. Invite an attorney or judge to visit your class and discuss the considerations that are taken into account in determining civil or criminal responsibility.

2. Imagine you are a member of the committee selecting the person for the "Most Valuable Player of the Year" award at your school. What criteria would you use to decide who was responsible for making the greatest contribution to the varsity football team? Write a short essay in your journal describing how you would make your selection.

Lesson 9

Who Should Be Held Responsible for the Oil Spill?

In Lesson 8 you learned some intellectual tools to aid you in determining responsibility. This lesson is designed to give you an opportunity to use these tools in a specific situation. You will be able to consider what has happened and the persons and groups involved, and then decide who you think should be considered responsible.

Your class should be divided into small groups of about three to five students for this activity. Each group should read the story, "An Oil Spill," and the chart that follows. The chart is based on the intellectual tools you studied in the last lesson. After you have studied the chart, decide how you would answer the questions that follow.

Each group should develop a position on who should be considered responsible for the damage caused by the crash of the oil tanker. Groups may choose to report both majority and minority opinions if members cannot reach a consensus. Group members may also decide to distribute responsibility for the accident among one or more persons or groups.

Each group should then present its report to the class. At the conclusion of the group reports, class members should analyze and evaluate the positions taken by each group.

An Oil Spill

Captain Henry Thompson was an experienced commander, well respected by his men. He had been in charge of the oil tanker, the *Californian*, for six years. In February, when the weather was still cold and the waters icy, Thompson began his regular trip from the Alaska terminal to the refineries in California. It was a long trip back and the crew was tired. The oil company had been regularly cutting back the size of the tanker crews. The *Californian* now only had twenty men on board, and 12-to-14-hour work days were common. The oil company, Hudson, claimed that computerized systems enabled its vessels to operate effectively with smaller crews.

The ship left port at 9 p.m. Two hours later, Captain Thompson turned control of the vessel over to his third mate, Enrico Marquez. Although Marquez was inexperienced, Second Mate Jackson was exhausted from his earlier shift. Marquez was now in charge of the tanker. Thompson, known to be a heavy drinker, returned to his cabin after giving Marquez directions on how to steer clear of the ice in Prince William Sound.

The passage through the Sound is so narrow that ships rely heavily on the Coast Guard when they sail that particular area. The Coast Guard, however, had lost track of the *Californian*. The Guard claimed that difficult weather conditions, poor equipment, and a change-of-shift prevented the watchman from following the tanker on radar.

Suddenly, the *Californian* ran aground. The third mate had turned the ship too late. It hit a reef, and oil was rapidly leaking into the bay. Captain Thompson immediately ran to the bridge and his actions at that time were exemplary. By adjusting the engine power, the captain was able to keep the vessel stable and prevent further oil leakage.

The damage done by the *Californian* was devastating. More than 11 million gallons of crude oil spilled into the pure waters of Prince William Sound and spread rapidly. The harm to the fish and wildlife of the area was enormous. Beaches and shoreline were blackened and recovery would be slow. Despite previous assurances by the oil companies that operated in the area that they could control any oil spill, Hudson's efforts were totally inadequate. Months later the effects of the oil spill could still be seen along the Alaska coastline.

Clean-up workers attempt to repair the damage done by a massive oil spill. They use the hoses to wash the oil from the beach back into the sea where it can be skimmed up and removed from the water.

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Information To Be Considered in Deciding Who Is Responsible

1. Event or situation	The damage to the oil tanker and the oil spill in Prince William Sound that spread along the Alaska coastline. (Note: In this case, events do not require separation.)			
2. Persons involved	Hudson Oil Company	Captain Thompson	Third Mate Marquez	Coast Guard
3. Causation	Cut in size of crew which required overly long work days and choice of a captain who was known to have drinking problems.	Choice to place inexperienced crew member in command.	Lack of adequate experience for task.	Loss of ship on radar with no attempt to locate it.
4. State of mind				
a. Intent	None	None	None	None
b. Recklessness	No	Uncertain, may have been drinking	No	No
c. Carelessness	Inadequate concern with working conditions of crew and with captain's past drinking problems.	Left command of ship in difficult situation to inexperienced crew member.	Did not recognize own limitations in difficult situation and ask for help.	Should have tracked oil tanker and issued warnings as necessary.
d. Knowledge of probable consequences	Aware of dangers of oil contamination in area.	Aware of dangers of ice in area.	Perhaps	No evidence
5. Control or choice	Could have assigned a larger crew and replaced the captain or monitored his drinking problem.	Knew dangers of drinking while in command. Chose to turn over command to inexperienced crew member. Acted properly after ship hit reef.	Could have refused assignment or asked for help.	Could have searched for ship and reestablished contact with it.
6. Duty or obligation	Had obligation to ensure safety of oil tanker and its crew as well as protect Alaska environment.	Duty to command ship properly and avoid accidents.	Duty to follow orders to best of ability.	Obligation to have proper equipment and staff to track ships and provide necessary assistance.
7. Other values, interests, or responsibilities	To operate a profitable business.	None known	None known	None known

What do you think?

1. After carefully considering the chart on the previous page, what information do you think might be added or changed?
2. What other questions, if any, do you think should be considered before taking a position on the issue of who should be held responsible?
3. On the basis of the information given, and any other information you think is relevant, who should be held responsible for the damage done to the oil tanker and the Alaska environment? Explain your answer.

Using the Lesson

1. **Write a letter to the editor defending the actions of one of the four individuals or groups involved in the story you have just read.**
2. **The story in this lesson about the oil tanker was based on an actual incident, the oil spill created by the *Exxon Valdez* on March 24, 1989. Find out as much as you can about the *Valdez* spill and the damage it caused. Write an analysis of the incident and your own conclusions as to who should be held responsible.**

Lesson 10

Who Should Be Considered Responsible for Achieving the Peace Treaty?

In the last lesson you attempted to determine who should be held accountable for the damage caused by an accident. In this lesson you will have an opportunity to decide who should be rewarded for achieving a peace treaty. Your class will conduct a meeting of an imaginary organization, the International Peace Award Committee. Each year this committee gives a prestigious award, along with a sizeable grant of money, to the individuals or groups most responsible for contributing to world peace that year.

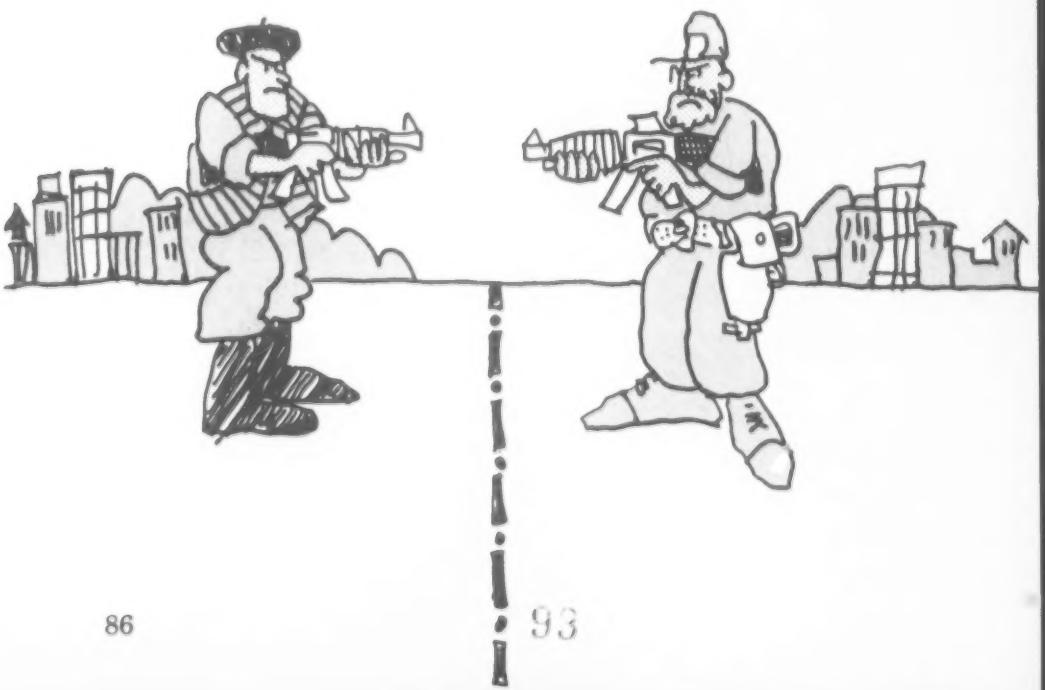
Your class should be divided into five groups for this activity. One group will represent the members of the award committee, and each of the other groups will represent one of the nominees for this year's peace award. To prepare for the committee meeting, each group should read the story, "The Peace Treaty," and complete the chart that follows.

The Peace Treaty

The Valley of Potomus was one of the most fertile parts of the Planet Scone. Since before recorded history, the valley had been populated by people drawn by its rich resources. From the earliest times to the present day, diverse groups—from primitive tribes to sophisticated modern nations—had disputed the ownership of the land.

More recently, during the past thirty years, two modern industrialized nations, Sarnia and Ganges, had become dominant in the area. Although constantly at war with each other, neither country had been able to achieve complete victory over the other. Each nation devoted the bulk of its resources to these wars at the expense of other important needs of the people.

In both countries, opinion was divided over how a satisfactory peace could be achieved. There were some who felt that peace could never be accomplished without the total surrender of the other nation. Others, who had known only war in their lifetime, felt continued fighting was inevitable and must simply be endured. Some people, sickened by the



continual destruction of life and property, wanted peace at almost any price. In a more central position were those who believed that compromise was the key to peace. They wanted to negotiate a peace which would, in some way or other, be lasting and meet the needs of both nations.

The time seemed ripe to attempt to negotiate a peace treaty. Political changes had occurred in both countries. The people of Sarnia had elected Artemis, a moderate who favored a peace treaty. He had won narrowly over Ares, a militant leader who advocated the total destruction of the military power of Ganges. During the election, Artemis had been opposed by a number of powerful groups, including the owners of the major newspapers and television stations. The news media had considerable influence on public opinion and had favored Ares and his militant position.

Sarnia's legislature was composed of representatives of five political parties, none of which had a majority. It was clear that for a treaty to be passed by the required two-thirds vote, members of the different parties would have to cooperate.

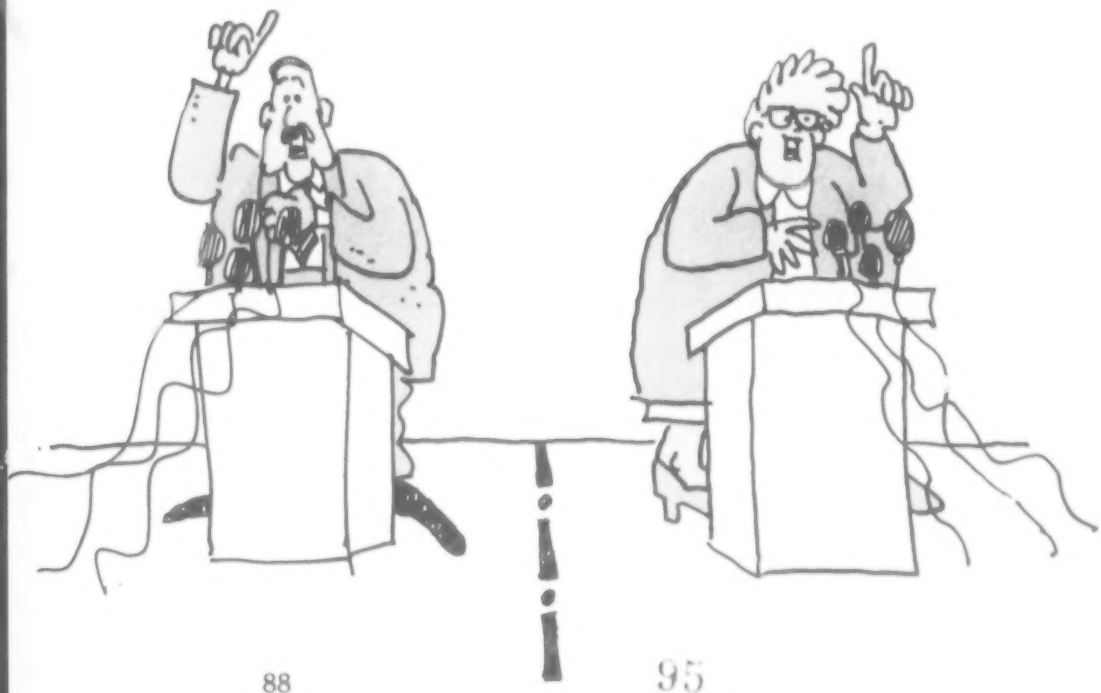
The situation in Ganges was quite similar. Three years earlier, Jason, who like Artemis favored a negotiated peace treaty, had been elected by a narrow margin over a more militant opponent. As in Sarnia, the legislature of Ganges was split among a number of parties, none having a controlling vote. Unlike Sarnia, the major newspapers and television stations favored a negotiated settlement of differences between the two nations. However, a peace settlement was strongly opposed by the leaders of the Wotans, a militant religious sect that represented a large segment of the population.

Since the election of Artemis, representatives of both governments had met repeatedly to try and develop a peace treaty. They sought an agreement that would receive the required two-thirds approval of each country's legislature and the support of the majority of each country's citizens.

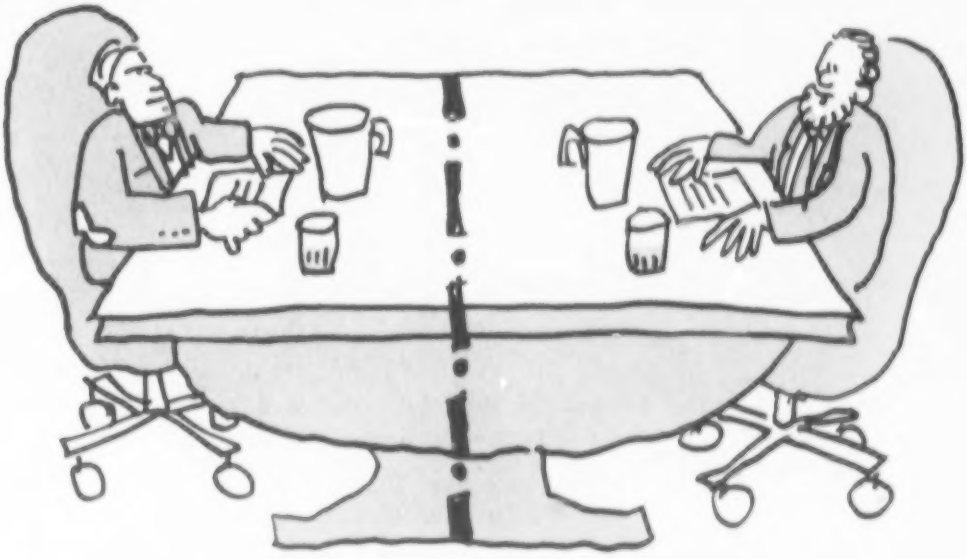
The negotiation process was not an easy one and attempts were made by extremists in both nations to undermine the peace efforts. At the same time, supporters of the negotiations worked hard to build support for the forthcoming treaty.

Drafts of various versions of the proposed treaty were circulated by Artemis's and Jason's associates to key members of each nation's legislature. Both leaders knew that legislative support was crucial to get the treaty ratified. Artemis's staff also approached the opposing members of the news media in an attempt to gain support, or at least reduce their violent opposition to the treaty. Jason's associates made similar attempts to soften the opposition of the Wotans' leaders.

In Sarnia, the tide in favor of a treaty slowly began to turn when a major industrial leader convinced the owner of the largest newspaper chain in the nation to give up his opposition to a treaty and support it with the full force of his newspapers. Then, after considerable persuasion, the leaders of two of the smaller political parties, who had previously opposed a treaty, agreed to try to convince their party members in the legislature to support a negotiated peace settlement.



Similar events were occurring in Ganges. Support from the news media rallied public opinion behind the idea of a negotiated treaty despite the continued opposition of the more militant leaders of the Wotan sect. Certain minority party leaders also came into line and gave their support for a treaty.



When the negotiators finally felt they had developed a treaty that would be in the best interests of both countries and that would stand a chance of ratification, a summit meeting was called. Amid great ceremony, and with news coverage throughout the planet of Scone, Artemis and Jason met, accompanied by the negotiators and the major dignitaries of both nations. It was a historic moment.

Although members of each group knew the treaty could not be put into effect until ratified by the legislatures of each nation, they felt that most of the necessary groundwork had been done. Two months later, after considerable effort and negotiation within each nation, the treaty was ratified. After years of struggle and the loss of thousands of lives, a peace treaty finally had been achieved that seemed to provide a solution to the major problems that divided the two nations.

Information To Be Considered in Determining Responsibility

Listed below are some of the principal persons and groups involved in the peace process between Sarnia and Ganges. Review the list and add any others that you think should be included. Then complete the chart on the next page.

Sarnia	Ganges
Artemis	Jason
Staff negotiators and assistants	Staff negotiators and assistants
Leaders of minority parties who convinced their members to support the treaty	Leaders of minority parties who convinced their members to support the treaty
Ares, Artemis's opponent	Leader of the Wotans
Newspaper owners	Newspaper owners
TV station owners	TV station owners
Interest groups opposed to the treaty	Interest groups opposed to the treaty
Interest groups favoring the treaty	Interest groups favoring the treaty
Other	Other

1. Event or Situation:	
2. Persons Involved	
3. Causation	
4. State of Mind	
a. Intent	
b. Recklessness	
c. Carelessness	
d. Knowledge of Probable Consequences	
5. Control or Choice	
6. Duty or Obligation	
7. Other Important Values, Interests, or Responsibilities	

What do you think?

1. Who should be considered responsible for achieving the peace treaty? Why?
2. To whom should an International Peace Award be presented? Why?

Preparing for the Hearing

The four groups assigned to make presentations to the award committee should each select a spokesperson and a recorder. Each group should then decide whom it wishes to consider primarily responsible for achieving the peace treaty and prepare a presentation explaining why its nominee should receive the peace award.

The group assigned to represent the International Peace Committee should choose a chairperson and a recorder. The committee should prepare a list of questions and considerations to ask about each nominee.

Conducting the Hearing

The chair of the award committee will open the meeting. Each group will be allowed two to three minutes to present its nomination for the International Peace Award. During and immediately following each presentation, members of the committee may question the spokesperson. On the basis of the information presented and the discussion with the presenters, the committee should decide who deserves the International Peace Award. The chairperson should announce the committee decision. The class should then analyze and discuss the nominations made by the groups and the decision made by the committee.

Using the Lesson

1. Imagine that you are a newspaper reporter covering the ceremony announcing the peace treaty between Sarnia and Ganges. Write an article describing an interview you have conducted with participants from both countries.

2. Write a short essay in your journal opposing the choice made by the International Peace Award Committee. Describe who you think should be considered responsible for achieving the peace treaty and explain your decision.

Wrap Up

Congratulations on completing this program on Responsibility!

You have had the opportunity to examine issues of responsibility and make choices about what you think is important. These skills will help prepare you to take an active role as a citizen in our democratic system of government. How will you choose to participate? Will you vote? Serve on a jury? Sign a petition or campaign for a political candidate? Will you march for a cause you believe in or protest a policy you think is wrong? What responsibilities will you choose to fulfill?

Our democracy was founded on the consent of the governed. We, the people, must continue to give our consent by making a commitment to protect the rights and liberties of all. It is up to you to carry on this tradition of freedom.